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REPLACEMENT SCHOOL PUBLIC MEETING
SOUTHWEST TRAINING AREA
2ND FLOOR, ROOM 271
1011 INDIAN SCHOOL ROAD, NW, SUITE 335
ALBUQUERQUE, NEW MEXICO 87104

CRYSTAL BOARDING SCHOOL
FEBRUARY 2, 2016
1:00 P.M.

CRYSTAL TEAM:
ALBERTO CASTRUITA
ARLENE BEGAY
ARLINDA DESCHENE
ROBERTA JUMBO
DENNY BEN

1 MR. ESKEETS: If there were audience members back
2 there I would say to them, if you have questions, please
3 write them down and put them in the little box for me and I
4 will pick them up. If you can turn down your cell phones
5 to vibrate, that would be good for us, too.

6 And then to Crystal I would say this: Those last
7 three questions that we have that you guys are aware of,
8 the Review Committee members are taking more of an emphasis
9 on that. So as we go through the presentation -- I'm sure
10 you looked at it, and they will concentrate a little bit
11 more on that.

12 I believe we are ready.

13 MS. BORGESON: We have a bunch of people still
14 checking in right outside the door.

15 MR. ESKEETS: And we forgot to define Indian
16 time. Indian time today is mountain standard time.

17 MR. CASTRUITA: Good afternoon, ladies and
18 gentlemen, and thank you for allowing Crystal Boarding
19 School and our school team here to present our plea for a
20 new school.

21 My name is Alberto Castruita, and my committee is
22 over there. I have Arlene Begay who is a 3rd grade
23 teacher. And I have Arlinda Deschene, who is a
24 kindergarten teacher. Ms. Roberta Jumbo is our facilities
25 manager, and Mr. Denny Ben, who is one of our facilities

1 managers.

2 All right. We'll go ahead to the first slide
3 here, and I would like to talk a little bit about Crystal
4 Boarding School. It's one of the oldest schools in the
5 Navajo Reservation. It was built in 1935 during the New
6 Deal. That's when Franklin Delano Roosevelt was trying to
7 get people out of the depression, and he started the
8 Civilian Conservation Corp.

9 And the Civilian Conservation Corp at Crystal was
10 comprised of community people, and they went and got
11 construction materials from nearby Laguna Pass. Crystal is
12 located in the Chuska Mountains of New Mexico, and the
13 highest point as far as the road is concerned is not Laguna
14 Pass, but what we call Washington Pass.

15 And there they gathered some of the sandstone
16 materials and also the timbers to build these buildings of
17 the school here. These are some of the historical
18 buildings here. Here is the double hogan, and here is the
19 main building here. And we have a population that varies
20 from about 120 to 140 students. Presently we have 120
21 students at the school, and they come from -- it's not
22 working. Somehow this got stuck here. A little help.

23 So this is the satellite view of our campus.
24 This is Crystal Boarding School, and it is spread out. We
25 have our main building. This is a double hogan here, and

1 this is the main building here. We have some of the other
2 buildings that came in later. 1935 was the main buildings
3 here, the spherical building. This is the gym and the
4 kitchen, 1955. This is quarters, 1955. This is an old
5 dorm that's obsolete now. This is presently used, 1955.

6 These are the portables that were brought in.
7 This old one was in 1994, and these three were brought in
8 in 2003. You can see it's really spread out. There is a
9 perimeter fence, and it's made up of five foot chain link
10 fence and mashed wire fence, and we have the sliding gates
11 that are made out of pipe.

12 So there is no security here. Anybody can jump
13 the fence. We have had horses and cattle come in, and
14 Denny over there, he had to round them up and get them out
15 of there, so very wide spread out campus. Okay.

16 This is the main office. And you can see that we
17 have the old type of architecture with the sandstone, and
18 you can see the beams that hold up the ceiling and roof.
19 This is part of the main office. This is part of the main
20 building. This is gym that was built later on in 1955.

21 Okay. The double hogan here is also part of the
22 historical building built in 1935. This is the dormitory,
23 and this was built in 1955. And these are the portables
24 over here. We have three of them that were brought in in
25 2003.

1 Next slide. This is the enrollment area for
2 Crystal. It's very large. The town of Crystal is here.
3 Navajo is right here, and then Sawmill. These are the
4 three main areas. Crystal is small, about 350 people or
5 so. Navajo is the largest one. We have 2000 or so people
6 there. And Sawmill, right here, it's about 600 or so.

7 The boundaries are long. We have three bus
8 routes. One bus goes 90 miles round trip every day.
9 Another one goes 80 miles, and then the one that goes the
10 longest mileage is 110 miles because we have kids all the
11 way up here in White Clay, and we have kids down here in
12 Ft. Defiance, so we have to bus them all over the place.

13 Next slide. Okay. This is the -- this is the
14 old -- this is the old building. This is the old building,
15 and see the stones and the mortar here that -- these are
16 the timbers that we talked about. Very old structure.
17 Those are 1935. So we are talking about a building that's
18 80 years old. And then the other ones that were brought in
19 1955, so then we have buildings 60 years old.

20 Next slide. We have, like I said, a mountainous
21 environment in Crystal. Our elevation is almost
22 8,000 feet, and we have, virtually on the west side of the
23 mountain, so the weather is very unusual. We have a very
24 short summer, and we have a very long winter. This is the
25 same area here, a courtyard between the buildings. This is

1 on May 15, and you can see the trees are barely getting
2 their leaves here. And then this is in winter. There is
3 no way kids can play there. It's just a lot of snow in the
4 wintertime, very cold temperatures. These are residences
5 over here.

6 The winters in Crystal are bitterly cold.
7 Yesterday we had to close the school down because we got
8 about a foot to two feet of snow. And this is how it looks
9 in the winter, beautiful, but the temperatures are
10 extremely cold.

11 In January we usually have temperatures below
12 zero. I have been here when the temperatures are
13 26 degrees below zero. It's so cold that the diesel fuel
14 in the buses starts to gel, and we have to close the school
15 because the buses can't run.

16 This is how we have challenges as far as
17 maintaining buildings, old buildings, and even the newer
18 buildings. This is one of the portables, 2003, and you can
19 see where the gutter is breaking because of the load from
20 the ice that's building up there.

21 So we don't have any preventive maintenance per
22 se. We do on-the-spot repairs, and we have to do
23 interventions all the time just like this. This is a
24 building that's beyond repair. It's an historical
25 building, too. This used to be the old firehouse. Look at

1 the beams out here, they are all rotted. And look inside,
2 this is the walls. A lot of efforts at replacing these
3 stones and even down here there is cracking, you can see
4 all the way through the wall.

5 Next slide. So that one is beyond repair. This
6 is our boiler, the heating system in the main building.
7 It's so old that we can't get parts for it anymore. Any
8 time it breaks down we have to go up to Farmington, New
9 Mexico, and we have to rebuild some of the parts from
10 scratch. If it breaks down we have to bring in portable
11 heaters into the classroom, and even then you still have to
12 wear jackets it's so cold outside.

13 It runs at one temperature, about 90 to 100
14 degrees. It's very, very hot. And in order to keep the
15 climate under control, we have to open doors here, but we
16 will talk about that later.

17 I want you to look at the weather and how it
18 really beats up on the buildings. We have wind, we have
19 rain, we have snow, we have ice. And all of this takes a
20 beating on the buildings here. You can see the sand
21 blasting has taken some of the paint off the windows and
22 coverings over here.

23 This is the old coal chute. There used to be a
24 boiler there that was fed with coal, so they would dump the
25 coal down the chute and it went down there where the boiler

1 was. Now we have the fence from this more modern boiler,
2 and this is the mess for that.

3 But right here, I want you to see how all of
4 these stones are eroding away because of the ice, and then
5 we have rusting because of the oxidation taking place
6 because of the rain and snow, and so it's hard to maintain
7 buildings like this.

8 Next slide, please. This is how we do climate
9 control. You see this is the main building entrance, and
10 we have a hallway that goes in there. The teachers have to
11 open the doors because it's so hot in there. This is the
12 back of the library. We keep the door open.

13 In the wintertime you have snow and ice up here.
14 Temperatures at this time of year are right about 4 degrees
15 to about 8 degrees. At about 8 o'clock in the morning we
16 still have to keep the doors open because it's so hot in
17 there.

18 Next slide, please. The classroom windows are
19 open, and this is just a tremendous amount of energy that
20 we have are just wasting.

21 Next slide. This is one of the steam heaters
22 that we have in here. Notice the teacher has a fan up here
23 to exhaust the hot air out of the classroom, otherwise the
24 kids are too hot in there. And it's not good either
25 because the noise from the fans, you know, disturbs the

1 kids. They can't really pay attention with all that noise.

2 Next slide. We have additional overcrowding in
3 Crystal. The classrooms are small. See how beautiful the
4 beams are over here. It's a beautiful place, but small.
5 This is a perfect classroom, and that's as big as it is.

6 You see our learning groups here. It's very hard
7 for the teacher to walk between this and monitor the
8 students achievement. It's just so crowded, you have to
9 walk around here and here and can't go through there. This
10 is in the portable classroom. It's a different classroom.
11 We have the same problem here. See the teachers here, they
12 have very little space in between. The bigger the kids,
13 the more space they take.

14 This is the Navajo language and culture
15 classroom. This is where we teach all the kids in the
16 school, all 122 students are pulled out and they come in
17 for 40 minutes of Navajo language and culture.

18 Here we have five tables in one-size furniture.
19 This is great for kids in the 2nd grade or 3rd grade. Kids
20 that are in kindergarten, their legs hang down. First
21 graders, their legs also hang down. Fifth and 6th graders,
22 their knees touch the top of the tables. So it's very
23 uncomfortable for the kids, but this is the only room we
24 have for and Navajo language and culture.

25 Okay. Our kids that have to go to the portables

1 say after the breakfast, they go from the lunchroom to
2 class, they have to walk all the way to this portable up
3 here, anywhere from 80 to 100 yards. And they are out in
4 the bitter cold in the wintertime, minus zero degree
5 temperatures, and they have to walk to their classrooms.

6 I walked up there in that kind of temperatures,
7 and my pants start to freeze and feel hard, it's that cold,
8 and they have to do this every day.

9 Next slide. These are the sidewalks at Crystal,
10 and this is because of all this erosion that has taken
11 place. You have concrete here, and you have gravel here,
12 and you have dirt here.

13 Next slide. This is the same sidewalk in the
14 wintertime. There is ice, there is mud and snow all
15 around. Here the kids are going to the bus loading zone,
16 little girl stepping on the mud here. This kid decided to
17 go in the snow rather than get in the mud. And this is the
18 loading zone, no sidewalk here, it's gone. Here the kids
19 are getting into the buses.

20 Next slide. This is the path or used to be the
21 sidewalk going to the secondary and first grade classrooms.

22 Next. Here the 2nd graders are going up that
23 path. This is our kindergartner kids, and they are walking
24 through a very icy sidewalk here because the snow melts,
25 and then the water goes there and cools there and freezes.

1 The teacher is standing there walking very gingerly there
2 because they don't want to slip and fall.

3 We have had a teacher that fell over a year ago,
4 she hit her head. She received what's called a
5 subarachnoid hematoma in the brain. She's still out. It's
6 been over a year.

7 Okay, next. And here is our historical building.
8 And our committee, even though we want to have a new
9 school, we want to preserve this building. And why do we
10 want to preserve them? Because these are part of Navajo
11 culture and their heritage.

12 If you go throughout Navajo land you will find
13 buildings like this. And they are made out of sandstone
14 and timbers. And I don't know if you have ever been to the
15 Grand Canyon, but I used to be, when I was a younger man, a
16 ranger at the Grand Canyon, and this is the type of
17 buildings that you see around the Grand Canyon. Because
18 the architect that built those building, her name was Mary
19 Jane Colter, and she made a point of getting architecture
20 from the surrounding reservation area, so she copied this
21 type of architecture to place in the Grand Canyon.

22 You go and see those buildings, they are
23 beautiful, just like this building. This is part of a
24 student's heritage. They need to be learning and using
25 these buildings. It's important for them to see what their

1 culture is. We want to preserve the language. We want to
2 preserve their culture.

3 This is the double hogan, and hogans in Navajo
4 have a lot of spiritual value. In this particular double
5 hogan we have had actual ceremonies. We had a medicine man
6 come in about three years ago because the lightning hit a
7 flagpole, and we had to do a lightning ceremony, staff
8 members with the medicine man, and we went through the
9 ceremony before school started.

10 And next. I had to send this power point in two
11 parts because it wouldn't go through the e-mail. Quite as
12 good about the main building, and what is good is we have a
13 hallway and so the kids are not exposed to the elements.
14 We have three classrooms in the library, and they can go
15 from here to the lunchroom, so that is good.

16 Here we have a 3rd grade classroom having
17 learning taking place. Despite the small space and so
18 forth, our kids are making really high achievement, almost
19 better -- about the same or better than the state in our
20 PARCC test scores.

21 Next. This is our library, it's very small. The
22 kids enjoy going there. Here we are. This is computers
23 there. There is two tables there. This is the extent of
24 books and cabinets.

25 So even though it's a very small place -- this is

1 our Navajo language and culture I showed earlier. We have
2 a smart board there, and I'm sure the kids are watching a
3 video of the Navajo long box.

4 So this is what's bad, this is what's bad about
5 the main building. We have appliances that are obsolete.
6 This freezer broke down before the beginning of the year,
7 too. Took two months to fix it. We had to ship our food
8 to two other schools that were gracious enough to loan us
9 their freezer so we didn't have to throw our food away.

10 This is an old steamer that's obsolete. We have
11 three ovens here. Only this one works, those others don't.

12 Next. This is our teacher's lounge. It's seven
13 by ten. It's a refrigerator, a microwave and a toaster.
14 We have shelves here, an old copier, laminator. There is
15 no room for teachers to relax in that teacher's lounge.

16 This is the lobby in our main building. Our
17 secretary is behind this credenza. This is our waiting
18 room for our visitors, four chairs. That's as big as it
19 is.

20 Next. This is what's ugly, in that same room,
21 you have all these cracks up here. These are hard to fix
22 because it's an historical building and it's underneath
23 that there is mud, and there is no way we can fix it. We
24 are looking at the porch. We can't fix it because we have
25 to get permission from stucco restoration to put the kind

1 they will allow.

2 This is what's uglier, one bathroom for that
3 whole lobby area. Teachers use it, visitors use it,
4 students use it. That's the only -- that's the only
5 restroom for adults, period.

6 Okay, next. This is the boy's bathroom in the
7 main building, one commode, two urinals and a steam heater.

8 Next. This is underneath the basement. This is
9 ugly here. See all this wall here that's cracking, that's
10 what holds the school up. This is the floor, and if that
11 wall gives, there goes the whole building.

12 Look at the old sewer pipes. They have a lot of
13 lead in them. This is the crawl space to get into the
14 other side of the building. Notice that asbestos. The
15 maintenance crew has to use systems to get into that if
16 they are going to fix pipes or conduit or whatever. There
17 is only two -- we have two very skinny maintenance people
18 to get in there.

19 This is the residential building, our dorm. See
20 it's also kind of weathered. We have 15 boys and 17 girls
21 in there. It's a co-ed because the other building was out
22 of commission in 2005. We have kids that are going there.
23 Those are lucky kids to be in the residential program.

24 Next slide. These kids are not lucky, they have
25 to -- we have to drive them over to their house, and kids

1 were lucky because we were able to turn the bus around
2 here. This little girl, this boy, they have to walk
3 one-eighth of a mile to a quarter mile to get to their
4 house because they couldn't go there.

5 Next. This little boy over here has to go half a
6 mile around the hill to the other side of his house. He is
7 a 3rd grader. You know, we have coyotes, cougars, other
8 animals out there. This little boy is in harms way.

9 This little girl is a kindergartner. She rides
10 the bus two hours before she gets to her house.

11 Next slide. We take them on this road to White
12 Clay. This was a good day. It was snow packed, so the bus
13 could go through there. Sometimes snow is slushy or
14 sliding, we can't go. She was lucky we got there in an
15 hour and 45 minutes to her house.

16 Next slide. And these are the quarters at
17 Crystal. They are made out of cinderblock, there is no
18 insulation. It is extremely cold inside there. They were
19 donated.

20 This is my house, my front yard, and this was on
21 January 9th, today is worse because we got a foot of snow
22 or more, and so that's what residents have to come with in
23 the winter. This is inside one of those quarters, the
24 cinderblock quarters. We have double-pane windows. It's
25 so cold outside that we start getting condensation inside

1 because of the heat. The water drips down, and then you
2 start getting mold building up. Right here there is ice
3 right there, and a person is living there.

4 Next. This is the lunchroom, gym and cafeteria,
5 we have 122 students in here because it's so cold in the
6 wintertime we can't have them outside and the playground is
7 full of snow. So here little kids are eating. These kids
8 are playing. They make a lot of noise. Not very
9 comfortable to be eating with all of that noise there.

10 Next. Here is the playground. Even on a good
11 day it's old and ugly. Over here in the wintertime two or
12 three feet of snow. There is no way the kids are going to
13 get in there. We can't dig the snow out because it will
14 tear the playground apart.

15 This is our vision and mission statement. Vision
16 of Crystal Board School, to preserve the native fundamental
17 language and culture. For students to achieve and become
18 self-sufficient and responsible citizens.

19 The mission of Crystal Boarding School, to
20 instill the roots and promote lifelong love of learning of
21 education and traditions -- to prepare for a very
22 challenging diverse world.

23 Very challenging statements to me because of the
24 conditions of our buildings. But in spite of that, we make
25 a really big effort. We do this after school for an hour.

1 We have 6 hours 10 minutes of regular school time for our
2 students, reading, language, math, and Navajo language and
3 culture. And then after school for an hour doing reading
4 enrichment two days a week, and we do recreational
5 activities the other two days. We rotate the kids.

6 Here the kids are doing outdoor, lifetime skills
7 class. Here we have mountain biking. At this time we also
8 do nature hikes and bird watching.

9 Next. This is archery class. This is one of my
10 more positive classes.

11 Next. This is roping. We have three dummy
12 steers and the kids learn to rope the head and the heels on
13 the steers.

14 Next. And this is culinary class. They learn
15 how to cook. They also learn to how recipes and what they
16 need to have in their recipes. And this is Navajo weaving
17 class. We started off the little ones with weaving on the
18 cards. Here they are weaving on looms. This is almost a
19 finished product here.

20 This is Navajo beading class. They start off
21 with big beads here, the little ones. The older kids do
22 really sophisticated jewelry. Here the kid is modeling her
23 work. Despite all the things that we -- all the challenges
24 that we have at Crystal, we still have been having steady
25 student achievement for the last five years.

1 And in 2012-2013, that was the last time we had
2 an AYP determination. We almost made it. We met
3 everything except for math. Reading we met and all the
4 other things. In 2005 we got NCA accreditation, and the
5 accreditation took place without any restrictions since
6 last year.

7 Next. Okay. This is the challenges of having a
8 secure school. We talked about the fencing and the fact
9 that there is no security at all. When we do a lockdown
10 drill, even the monitors, the principal and some of the
11 other people who check to see if everything is locked down,
12 we are in harms way. If there was a shooter there, we
13 would get shot because we have the main building or a
14 portable here, how can we check to see if things are
15 secure. It's challenging. They are all spread out and
16 campus is wide open. Anybody can jump a five foot fence or
17 go through one of those gates.

18 We have been very lucky, in the five years that I
19 have been principal there, we have not had any break-ins.
20 We have not had any intruders that come in trying to harm
21 our students or staff, so we are lucky, but how long can
22 that luck run for.

23 Okay. Are we ready for a new school? Yes, we
24 are. This is the study that was done ten years ago. Here
25 is all the property that belongs to Crystal. We have all

1 of this property here that we can build, and some of those
2 buildings can be demolished and make even more space.

3 This was a document that was done in 2006. This
4 is when the new school was going to be replacing Crystal at
5 that time. The deal fell through. All these studies have
6 all of these environmental impact studies and everything
7 that you needed for the school. It had three floor plans
8 for schools. The deal fell through. We didn't get the new
9 school, some argument about land. We don't have to argue
10 about land anymore. We have all of this land here. We are
11 ready for a new school.

12 Next. And this is Secretary of Interior Sally
13 Jewel and Kevin Washburn, they came in and in
14 September 2014, and they came in to let us know -- well,
15 they wanted to know why we didn't get a new school. We
16 gave them a tour of the school, and we had a, what we
17 called a roundtable discussion with the community and also
18 with staff members.

19 Her recommendation was, "You need a new school.
20 I can't give you the funding because that's not my role.
21 Congress has to give you the money, and I will do
22 everything I can to persuade Congress to allow more money
23 for new construction for all the Indian country," and
24 that's what she told us.

25 So she recommended a new school for us, and

1 that's our presentation. We are asking you to please give
2 us a new school. Our kids deserve it, and we have been
3 waiting for a long time. Thank you very much.

4 MS. BORGESON: Thank you very much. So now we
5 are ready for the question and answer session. I know the
6 team, you highlighted some of the elements in those three
7 questions that were required by the committee.

8 Do you want to add any additional information on
9 those three questions, like let's start with the first
10 question.

11 MR. CASTRUITA: The first question, are we ready
12 to start construction within 18 months, and I said we were
13 ready 2005-2006. What can change in ten years other than
14 they wanted to update some of those environmental impact
15 studies, but nothing really has changed in that area other
16 than the buildings are ten years older.

17 So Mr. Emerson Eskeets has those plans here, and
18 I don't think it would take that much time to do an
19 updating of those impact studies, and so I think we are
20 ready. Next question.

21 MS. BORGESON: The next question on the, how does
22 your school support the mission of BIE, manifest
23 consideration of the whole person taking into account the
24 spirit, mental and physical cultural aspect of the
25 individual?

1 MR. CASTRUITA: Well, I was hoping to touch on
2 that during the presentation, and we talked about the
3 heritage of the buildings, how they are important to
4 students, and also about the spiritual value of hogans, but
5 I have teachers here that can probably give you more
6 information. Ms. Begay.

7 MS. BEGAY: Good afternoon. My name is Arlene,
8 and I'm a 3rd grade teacher there in Crystal. And in
9 Crystal we have a daily routine, and our job is to meet the
10 kids on their -- meeting their curriculum, the standards
11 every day, teaching them every day and going into the
12 instruction every day. And there were -- there are a lot
13 of challenges that we are facing as a teacher, but the main
14 thing is to always encourage ourself to meet our kids.

15 And some of the values and missions that we have
16 there is to always implement some teachings that relates to
17 our cultural values and spiritual and physical aspects of
18 teaching, and we do that a lot during the day, even like
19 during the day and then after school.

20 MS. DESCHENE: Good afternoon, my name is
21 Mrs. Deschene. I'm a kindergarten teacher. Thinking about
22 the spiritual, mental, physical and cultural aspect of the
23 individual, really talking about the students, I guess one
24 of the things that we encounter at Crystal Boarding School
25 is, as teachers, we try our best to meet all of the needs

1 of every child in the classroom.

2 What makes our job challenging as a teacher is
3 that we have to think about the school environment. How
4 healthy is the school environment when you have to teach in
5 a classroom where it's overcrowded and you are always
6 trying to find space to do extra activities with the
7 students? And I think, as teachers, we have to be ready
8 when we go into the classroom, and it makes -- the space in
9 Crystal makes it really hard for us to do that because we
10 don't have a teacher's lounge, we don't have a place to
11 eat, we have to share bathrooms with the students, leaving
12 us feel very uncomfortable. And I guess that's the
13 spirituality, it does affect us in ways because of the
14 space.

15 And the mental physical as well, we would like to
16 be able to be -- be at home when we enter the classroom
17 here, and entering a classroom like that you do the best
18 teaching the children.

19 MR. CASTRUITA: What Ms. Deschene was pointing
20 out is very important. All the studies from all of these
21 big researchers have alluded to the fact that the most
22 important aspect in education is the teachers. They are
23 the ones that are delivering the instruction to our
24 students. If the teachers are not comfortable, if they
25 have some things they have on their mind and they are not

1 100 percent, they are not going to do a good job.

2 So how can a teacher do a good job if she feels
3 that the room is crowded, she doesn't have a place to eat,
4 she doesn't have a restroom for adults, I mean, she has to
5 use the kid's bathroom, and you know, this goes into their
6 minds every day. How is a teacher going to be at their
7 peak when they have to deal with these issues?

8 Next question.

9 MS. BORGESON: Sure. Any follow-up from the
10 National Review Committee on questions related to that
11 Question Number 2?

12 MR. REBER: On your dorm -- Todd Reber -- on the
13 dorm, you kind of alluded that the dorm is filled to
14 capacity, and that's the reason some of the kids are being
15 bused, having to sit on the bus all of that time, that your
16 residential building is filled up. Is that true?

17 MR. CASTRUITA: We used to have two residential
18 halls, one for the boys and one for the girls. When the
19 plan to build a new school was going through, it was
20 determined that one of the dorms had to be demolished, and
21 so the upkeep was not kept, and so then the pipes and
22 everything went to pot, and so it's no longer usable.

23 So now we have only 32 spaces in the dorms. We
24 have waiting lists of people that want to have their kids
25 in the dorm. And all of those kids that live in Crystal,

1 which is about 45 of them or so, they mostly live out there
2 in the forested areas where the dirt roads are really very
3 ugly, and we can't have buses go in there because they will
4 get stuck in the mud or snow.

5 Sometimes they can't turn around to come back out
6 that same road. And so we tell the parents, "Well, you are
7 going to have to bring your kid up to the main road."
8 Sometimes they can't because their vehicles can't make it,
9 either, and so kids have to walk. We have had kids that
10 walk over a mile before just to get to school.

11 Of course that kid is graduated now, but all of
12 our students, like I said, need to have a secure dorm. Our
13 dorm is small and old. If you can go to some of these
14 other schools on the reservation, like Wingate Elementary
15 School or Crownpoint, they have big dorms. They have
16 privacy, bedrooms.

17 We have one room with bunk beds for all our kids
18 in there, all in one room, the boys, and then the girls are
19 in the other wing. There is no privacy. And the bathrooms
20 are just as bad, in the showers there is no privacy at all.

21 MR. REBER: And a lot of those programs are run
22 in a residential setting in the evening, I mean, when you
23 have cultural programs.

24 MR. CASTRUITA: Yes, they are done after school,
25 and we keep the kids over the whole week, and then on

1 weekends they go home. We do have, like I said, a very
2 structured programs for the kids. Once they get into the
3 dorm, they have to do their homework. We have the
4 attendants there that tutor them. They learn how to take
5 care of their beds and clean and all that, but they also
6 have recreational programs. They go out and play, and they
7 go hiking in the snow. They go sliding down the hills. So
8 we do have programs for them, and like I said, those are
9 the lucky kids that get to be in the dorm. Okay.

10 Mrs. Jumbo, would you like to add anything to the
11 residential management?

12 MS. JUMBO: Good afternoon, my name is Roberta
13 Jumbo. I work in the dorm. We have 32 kids, but we have a
14 waiting list every year, so we try to accommodate all --
15 all of the kids. But in our dorm we usually provide --
16 make sure that the kids are clean, and we provided a lot of
17 tutoring for homework, and then we also do counseling.

18 Our staff are equipped to do group counseling,
19 and we also do traditional arts and crafts, and we do a lot
20 of recreation. We do a lot of sports, and in fact, most of
21 our students that are in the dorm join the sports program,
22 and we have been fortunate to travel and do a lot of
23 sports, basketball, softball, and volleyball, so we -- we
24 do our best we can.

25 When they are in the dorm, you know, we make sure

1 that they are well taken care of. They are given hot
2 meals, so they like to be in the dorms.

3 Some of the kids say, "I want to stay here."

4 And I said, "No, you can't stay here. You'll be
5 in here in the cupboard."

6 So that's how much fun we have, and we really
7 enjoy the kids, and we really try to instill that we have
8 our children to be self-sufficient and to be responsible
9 and to be successful, and of course that's our mission.

10 MR. KEEL: Dale Keel. Ms. Jumbo, on the question
11 about your dorms, our Indian Affairs space guidelines have
12 allowed for space in the dorms like a study hall, a study
13 room.

14 MS. JUMBO: Yes.

15 MR. KEEL: It requires we allow spaces like for a
16 library, a computer -- computer connectivity. Do you have
17 those kinds of spaces in your dorm?

18 MS. JUMBO: Yes. We tried to be in compliance
19 with the 62 CFRs. We have to -- we have seven computers in
20 the living room, so we have that for the kids. But most of
21 the time we will go to the computer room to use the
22 computers so all the kids can do the computer program
23 there.

24 And we try to -- we get hooked up to the school
25 so they are at their reading level, so each kid has

1 different reading levels, so they work on their own program
2 with the school. And then we have to walk across to the
3 other side and go to the library so we -- we get our books
4 there and check them out.

5 And then as far as our space, that's the reason
6 why we only have 17 in the girls is because of our space
7 that's allowed. So that's how much we qualify for one
8 wing, so we actually have 17 girls on one room and then the
9 boys is 15. The boys only have a smaller space, so that's
10 why we are limited to only 15 boys.

11 MR. KEEL: So do you have -- at one time you had
12 two dorms, a separate dorm for boys and girls, and you had
13 to knock one down and had to move them both into one?

14 MS. JUMBO: Yes. In 2005 that's when we had one
15 boys' dorm and one girls' dorm. And they had 30 in each
16 dorm, so they had like 30 to 40 boys in one side, 30 to 40
17 girls on the girls' side, so that's like 60, 70 kids right
18 there that they used to serve.

19 But since the boiler went down, and of course
20 metal turns to rust and you can't fix that anymore. And
21 one time a couple of years ago we had our boiler went down,
22 and we had to have a part made from back east to bring it.
23 So we had to shut down the dorm and we sent all the kids
24 home, so they were -- we had a hard time, you know, having
25 them going home because they weren't attending school, you

1 know, every day like they were when they were in the dorm.

2 MR. KEEL: Thank you.

3 MS. JUMBO: Sure. Thank you.

4 MS. BORGESON: We have about five minutes left
5 for questions.

6 MR. PARHAM: Johnny Parham. I would like to go
7 back to your land again. You showed the map with lots of
8 land to build on and anything like that. Have you all
9 looked at -- is that definitely available for schools, and
10 have you done any kind of -- maybe in that 2006 documentary
11 thing -- identified a specific site and making sure that's
12 available from a tribal standpoint to use for your school.

13 MR. CASTRUITA: There were three floor plans that
14 were in that -- in that book that I showed in the slides.
15 My understanding was that there was an argument because
16 some of the community wanted the school moved to a
17 different area. And then the people that were leasing that
18 area or owned that area did not want to have the school
19 built there. So there was arguments over what -- over
20 that.

21 And during that time there was two other projects
22 that were taking place with BIA that was Tuba City Boarding
23 School that was also being built -- and also -- School.
24 And then they were over their budget, and so the money that
25 was for -- directed for Crystal was sort of directed in

1 those -- to those two schools. And so because of the
2 arguments, it wasn't built.

3 But I'm saying, we don't have to argue. We have
4 had plenty of land there. You can build either one-story
5 buildings or you can build two-story buildings. I worked
6 in Phoenix, Arizona, as a principal there for about
7 15 years, and I can tell you, a lot of times schools are
8 building up. They have two floors. It puts a lot more
9 space and uses less space to build those buildings, so
10 there's a lot of possibilities.

11 Plus we do have all those portables. If they
12 build one phase or maybe build one building and you move
13 those classrooms there, you can tear up those portable
14 area. There's a lot of land there. You can put parking
15 lots, you can put quarters, there's a lot of land
16 available.

17 And I don't think there is -- there is people
18 that are, you know, state against us having a new school.
19 We have had lots of resolutions that have been taken to
20 Washington, to Santa Fe, and even to Phoenix by our board
21 members, and these resolutions have been going on for the
22 last three years, or four years, and they pretty much all
23 state in there they want a new school, and there is no
24 argument that we are ready.

25 MS. BORGESON: The last question, I think you

1 covered pretty well in your presentation, but in the last
2 two minutes did you want to add anything to how does the
3 current condition affect your ability to run a day-to-day
4 program. Items to address include power outages, lack of
5 internet access, adequate water, adequate utility systems.
6 In two minutes.

7 MR. CASTRUITA: In two minutes. A principal's
8 role is to be the instructional leader. At Crystal, I'm
9 having to be not only an instructional leader, but also a
10 manager -- a manager of buildings, and I tell you, it takes
11 me away from my main mission, which is to teach kids and
12 make sure they are growing academically.

13 When I have to worry about, oh, this building has
14 a leak over here, or this building is breaking down, or our
15 parking lot is full of snow and visitors are getting stuck
16 in there, or our buses can't run because the diesel fuel is
17 gelling, all of those issues take me away from being an
18 instructional leader.

19 I still persevere because in the last five years,
20 like I said, we have been growing academically. Five years
21 ago our school was in the fifth percentile in all of BIA.
22 Now, we are 65th to 67th percentile in all of Navajo land.
23 We almost made AYP three years ago.

24 We are still waiting for our determinations, so
25 we have been persevering despite all of these challenges,

1 and we have -- we have been continuing to do that. Our
2 goal is to make AYP.

3 MS. BORGESON: Any other further questions from
4 the committee?

5 MR. CASTRUITO: We're doing a lot better job with
6 the school, though.

7 MS. BORGESON: Thank you. All right. With one
8 minute left, Crystal has finished their presentation. No
9 further questions from the committee?

10 MR. HASTINGS: I have a quick question. Jim
11 Hastings. What time does that little girl get on the bus
12 and what time does she get off the bus?

13 MR. CASTRUITA: She gets on the bus at 5:25 or
14 5:30 in the morning. The bus gets to Crystal at 7:30, and
15 then she is in school for six hours ten minutes, and then
16 another hour for 21st Century after school programs, and
17 then she goes home, another two hours.

18 So that's her life, spending it on the bus. Four
19 hours at least that she is on the bus. She could be in the
20 dorm, if we had a dorm that had room for her, and we
21 wouldn't have to worry about that.

22 MS. BORGESON: All right. Thank you, Crystal,
23 for your presentation. Our next presentation will be at
24 2:30, and the next group is welcome to begin setting up.

25 (Crystal Boarding School concluded at 1:56 p.m.)

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I, IRENE DELGADO, Court Reporter for the State of New Mexico, hereby certify that I reported the foregoing proceeding, and that the foregoing pages are a true and correct transcript of my stenographic notes and were reduced to typewritten transcript through Computer-Aided Transcription; and that on the date I reported these proceedings, I was a New Mexico Certified Court Reporter. Dated at Albuquerque, New Mexico, this February 2, 2016.

IRENE DELGADO
New Mexico CCR No. 253
Expires: 12-31-2016